AIM

THE BULLETIN OF THE AMERICAN INDEPENDENT MOVEMENT

Published by the Independent Political Action Committee Volume I; Number 6; Tuesday July 12, 1966

MORSE ENDORSES COOK

Senator Wayne Morse of Oregon and AIM Candidate Bob Cook

On June 25 Senator Wayne Morse of Oregon sent the following telegram endorsing Bob Cook for Congress. Senator Morse's daughter, Judy, a hard worker in the campaign, and the wife of Reverend Wade Eaton, lives in New Haven.

Good luck to you in your campaign as an independent and registered Democrat for the seat in Congress from your District. As a Democrat I shall support in the 1966 campaign those candidates who are opposed to what I consider to be our illegal and immoral war in Asia and who are also supporters of our much-needed Great Society domestic program.

Those members of Congress who have been voting to kill American boys in Vietnam are the ones who are letting down our boys in Asia. The framers of our Constitution wrote into the Constitution a series of checks to be used by Congress whenever the executive branch seeks to follow a foreign policy that is not in the public interest. One of these is the check of the purse strings.

The escalating of the war in Asia must be stopped if we are to stop losing more and more men in Asia in an ever-expanding war. Members of Congress should have the foresight and courage to exercise the check of the purse strings by denying the President the funds for

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THE MEANING OF THE AMERICAN REVOLUTION

(The following is Bob Cook's 4th of July Message.)

We celebrate today the 190th anniversary of our Declaration of Independence. With the revolutions in America, and then in France, the world entered into what has been called "the age of the democratic revolution." Our own Declaration became the text for revolutionaries throughout the world:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just power from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government. . . ."

From a humble beginning in 1776, we have become the most powerful nation in history. We now find ourselves faced with, and frightened, by, the revolutionary aspirations of people in Africa, in Latin America, and in Asia. To their aspirations, the United States has responded with bullets, with bombs, and with napalm.

The Declaration of Independence of the Democratic Republic of Vietnam, issued September 2,

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AIM

Editorial Staff
John Sinisi
Jon Johanning
Elizabeth Berliner
Andy Graham
Ron Kirchem
The campaign publication of the Independent Political Action Committee will be published every two weeks. Letters to the editor are invited. Please keep them short and send them to AIM Editor
IPAC
241 Orange Street
New Haven.
Individuals or groups not now receiving AIM are invited to add their names to our mailing list. Write to the editor or call 787-0123.
Printed by donated labor.

American Revolution cont.

1945, began with quotations from ours and from the French Declaration of the Rights of Man. As early as 1919, at the Versailles Peace Conference in Paris, Ho Chi Minh, now President of North Vietnam, asked that the Wilsonian principles of self-determination be applied to his native land.

Since then the people of Vietnam have fought against the French colonialists, the Japanese invaders, then the French again, and now the Americans. During World War II, President Roosevelt promised that we would recognize the movements for national independence in colonial territories. We failed to keep that promise. Instead, we now find outselves doing just the opposite--- fighting to maintain white domination in Asia.

Many non-white Americans recognize that at home too, we have failed to keep the promises of our Constitution and the Emancipation Proclamation. For too long we have denied men of color their full rights and equality.

The roots of the war in Vietnam, as in all revolutions, are injustice, oppression, and the desire of all men to control their own lives and their own country. Revolutions, as ours was, are violent. As ours did, they disrupt the status quo. As in ours, there are acts of terror against those who fail to support the revolution, who fight with the foreigners against their own countrymen. Revolutionaries, as ours did will try to export the ideas and politics of their revolution.

There are those among us who would deny our revolutionary heritage, who use the very similarities of other revolutions to our own as reasons to attack and suppress them. They have become complacent with things as they are; they accept too easily what our forebears have built for us; they demand little of their country except that it stay as it is. They are afraid of change, of discussion, debate and criticism.

These are the people who have failed their country. "This," said the Frenchman Albert Camus, "is what separated us from you; we made demands. You were satisfied to serve the power of your nation and we dreamed of giving ours her truth." On July 4, 1776, it was the great vision of things as they might be that inspired men to ask of their country that it become more than it was. Today, we should ask no less. In the words of Senator Fulbright, "All of us have the responsibility to act upon a higher patriotism, which is to love our country less for what it is than for what we would like it to be."

Bob Cook invites you to

NEW ENGLAND-NEW YORK CONFERENCE FOR NEW POLITICS

-STOP THE BULLETS
WITH YOUR BALLOTS!

Keynote speaker
SENATOR WAYNE MORSE

Readings for Peace and Freedom by Ossie Davis.
There will be political action and campaign workshops directed by Julian Bond. Among others participating in the all-day and evening program will be Sid Cassidy - California Democratic Conference, John Henry Falk, Lincoln Lynch - National CORE, Mitchell Trio, Freedom Singers, and Peace candidates from New England-New York area.

Morse cont.

escalating the war. Such action by Congress would force the President to adopt the sound recommendations of General Ridgeway, General Gavin, Former Ambassador Kennan and other authorities who have been pointing out that our present policy of escalating the war is leading us closer and closer to a massive war in Asia which may involve us eventually in a war with China and Russia. Such a war will bog down thousands of American soldiers in Asia for years to come and will cost us increasing thousands of American lives and billions of dollars. Granted that it will produce military victories and some surrenders; it never will produce a long-time peace in Asia. It will leave a heritage of intense hatred throughout Asia for future generations of Americans.

I am convinced that we can stop the bullets on this unconstitutional war in Asia only with ballots here at home. We must elect men and women to Congress who will not abdicate their constitutional trust to exercise an honest independence of judgement on the merits of the issues in accordance with the facts as they find them. I know you to be a candidate of such an independence of judgement and therefore I wish you complete success in your campaign.

Wayne Morse,
United States Senator

L.B.J.: FRIEND OF THE WORLD'S POOR

The following appeared in the editorial column of the New York Daily News, Saturday, June 18, 1966, p. C13, as a "Guest Editorial" by President Lyndon B. Johnson, speaking Thursday, June 16 in the White House Rose Garden to legislative leaders:

"We (Americans) have what other people want. If they develop the power and the strength to take it, don't think they won't try."

THIS IS WHAT'S HAPPENING THE CAMPAIGN GROWS

a. Guilford

(The following appeared in the Shore Line Times, Guilford Edition, June 30, 1966).

At a meeting of the Guilford Democratic Town Committee on June 15, a decision of the Executive Committee was presented to the effect that no member of the Democratic Town Committee can actively support a candidate running in opposition to a candidate in the Democratic Party and remain a member of the Town Committee.

As a result the following eight members submitted their letters of resignation: Helen Carlson, Dorothy Fink, John Flynn, Jane Harder, Mary Jane Mills, Richard Raymond, Else Schulze and Perry Stone. They have taken this action feeling that a commitment to international peace takes precedence over the limitations imposed by political party membership. It is their conviction that there is no opportunity within the Democratic Party in the 3rd District in the forthcoming Congressional election to express displeasure with the escalation of the war in Vietnam or other positions taken by the incumbent Democrat in Congress.

Robert Cook of the American Independent Movement has come forth as a candidate for Congress in this district. He vigorously opposes the war and more accurately reflects the group's viewpoint on this and other domestic issues. He has therefore received their full endorsement and support.

A Guilford "Cook for Congress" organization is now being formed. One immediate objective is the gathering of signatures to enable Robert Cook's name to appear on the ballot in November. Signing the petition in no way obligates a person to vote for Robert Cook, but will assure his right in our democracy to appear on the ballot as an independent candidate. /Petitions to sign are available by calling Mary Jane Mills, 453-3760 or Jane Harder, 453-5687 or any member of the group.

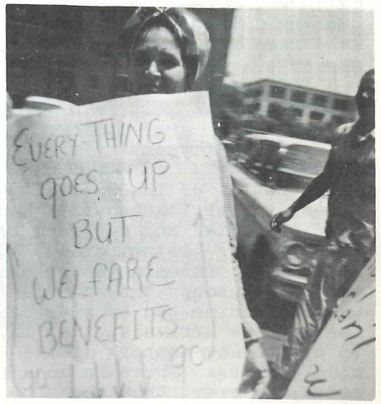
b. Hamden

A Cook for Congress Committee has been organized in Hamden. This committee has met several times and plans to continue meeting through the summer. The following people participated in the petition campaign on June 27: Helen Brooks, Mrs. Finch, Ken Heil, David Kaetz, Mrs. Aline Menefee, Mr. and Mrs. Mezzotero, Dan Morgan, William Winnick, and Jeff Zucker. Those who are interested in activities of the Hamden Cook Committee, such as helping with the petition campaign, should contact Rev. Richard E. Olson, 776-0696.

AIM DENOUNCES LATEST BOMBINGS

On June 29 the United States began bombing raids against oil reserves in Haiphong harbor and industrial installations on the outskirts of Hanoi, North Vietnam's capitol.

In immediate response, the AIM campaign staff spent the entire day distributing a leaflet denouncing the bombing and explaining the dangerous significance of this latest escalation. That evening 55 people demonstrated outside the federal building in New Haven. In 1964 Johnson campaigned and was elected on a peace platform. However, speaking in Omaha June 30 he confirmed what the bombings indicated: that America's objective in Vietnam is no longer a negotiated peace but military victory. Declaring that "there is only one that has been chosen by the American people to decide" he derided those in favor of the policy on which he was elected (no bombing in the North, no "defoliation" in the South, and the principle that Asians not Americans should fight the war -- i.e. the Vietnamese should decide their own fact) as "armchair generals" deceiving the American people and giving encouragement to the enemy. The principle that "the leader" decides as he wishes is the principle of tyranny, not democracy.



On the welfare protest march

WELFARE PROTEST

"This country is rich enough for everyone to have a decent standard of living. But people can't live adequately on the money that state welfare 'gives' them. Welfare payments are less than one half of what the U.S. government defines as a minimum adequate standard of living. The welfare system makes people 'on the state' feel they are not as good as other people."

The above statement by the Hill Parents Association, CORE, and AIM was released to the press in conjunction with a welfare protest march by better than 60 welfare recipients beginning at noon on June 30. The march, beginning at the HPA office at 605 Congress Avenue, ended with a demonstration at the welfare office on Bassett Street. The marchers demanded "enough money to meet the increased cost of living," and 'eventually, a guaranteed minimum income." They made 14 other demands including the following: "applicants for welfare should receive aid without having to go through elaborate and humiliating proofs," "children of welfare parents should be allowed to keep what they earn," and "people should receive enough rent money to live in decent - not slum - housing." Some of the marchers met with Mr. Leo Bresnahan, the District Welfare Director, who expressed his general sympathy with the demands. Plans are now under way by CORE and HPA to press ahead with an intensive campaign for better welfare. They intend to take the fight to the courts and to the state capital

INNER CITY PUBLIC SCHOOLS

By Joan Countryman

The function of the public school in American society has been distorted and confused by our peculiar history since 1850. With incoming waves of immigrant groups the schools were soon expected to Americanize the new arrivals, that is, to create new members of the middle class. There is no evidence, however, that the schools have ever succeeded in making anyone middle class who was not already hard at work at that task. There are indications that public schools as we know them have thrived only in rural or small town America, especially in the mid-west where very few differences of race, class and religion existed. Recent challenges to the schools, mainly those of the civil rights movement, have gone to the heart of the original belief in mass education: the belief that talent and value are distributed equally among rich and poor, and that the society should guarantee the education of all people.

Almost everything that has been written about the schools in the last five years, from Conant to the latest program on poverty, shows that the public school has come nowhere near fulfilling this commitment -- especially to children who are urban, or poor, or black. There is general agreement on the evidence of failure in inner city schools. Some writers tend to place the blame for failure on the children who populate the schools. Others, while measuring the failure of the children -- low I.Q. scores, high drop-out rates, etc. -- see the real failure in the ability of the schools to handle the style of the children. Most current education programs such as those stimulated by the war on poverty, the Office of Education, and the Ford Foundation, are based on a "culture of poverty" analysis centered on the failure of the children rather than on the structure of the school system. None of these programs is designed to bring about structural change with regard to school culture -- the organization of learning -- and only two or three writers have suggested that such a culture exists, or that it might be changed.

What seems to be needed is a philosophy of education for urban society (a society characterized by three major traits: physical size, a collection of people, buildings, roads and spaces; diverse functions, with a high degree of specialization in housing, employment, recreation, etc; and rapid communication and transportation). The difficulty with all the proposals and programs which have been offered as solutions to the problem of education in the inner city is that they are not based on an analysis of the kind of society we have, or a vision of the kind of society we want. That such an analysis has been lacking, and that most programs seek to correct the failures of the children rather than the failures of the school can be seen in the major programs being conducted in the New Haven's inner city areas.

In America, education is usually seen as our special instrument of progress and reform: witness the supposed importance of the schools in the assimilation of immigrant populations. It is not surprising, therefore, that Federal programs designed in response to racial and poverty protests lean heavily on education, training and character building. Programs like preschools, Higher Horizons and community schools are prime examples of attempts to change the child, to enable him to cope appropriately with the kinds of things the school demands.

The major new program in New Haven is of course the community school, an attempt to provide in one neighborhood institution a comprehensive range of services for inner city residents. Community schools are designed to serve as centers of education, recreation and social life. One specific objective of the community school program is to integrate the educational activities of the regular school day with those taking place in afternoon and evening programs.

However, what has in fact developed is a settlement house program for children and adults which is housed in the school but separated from the regular school program. Evidence of this separation was found during the recent Prince School controversy. School officials had to reply to parents' demands that a Spanish speaking teacher be made available, especially for newly arrived Puerto Rican children finding the first weeks of school so difficult. They complained of looking for such a person all year, but finding no one qualified and available in the entire city. Just such a qualified and available person, (the one, in fact, who was finally hired), had been teaching in the Prince Community School evening literacy classes since September.

Urban school systems seem now to impede rather than improve the education of the poor. They add to this failure by expecting little of inner city children, and exhibiting genuine hostility to those poor who reject the society's demands. What may be wrong with the system is that it was not designed for urban society.

We must consider seriously the possibility that a school system for urban society should be designed according to the private school model put forth recently by Christopher Jencks. In this proposal, either tuition grants would be provided for children choosing to leave publcly controlled schools, or school boards would contract with various groups to manage individual schools. If this proposal were implemented, a number of independent schools might crop up, many with the active participation of urban residents. Such participation is of prime importance to the private school model. Inner city residents are strikingly powerless when it comes to influencing the institutions which affect their lives.

Perhaps, armed with tuition and the freedom to choose among alternatives, the poor would begin to exercise power over their educational institutions. Public control could mean no more than minimal regulation of education: admissions and attendance requirements, basic curricula, health and sanitation, rather than the substantive operation of schools. The society would still guarantee a free education to every individual. Schools would be required

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to accept anyone who met clearly stated, non-discriminatory requirements. Public education bodies, local and state boards, could still operate schools if they chose to, but freed from their obligation to provide schools for everyone, they too might concentrate on innovation and excellence in the schools they chose to run.

'EQUALITY OF EDUCATION'IN AMERICA

The new United States Commissioner of Education, Harold Howe II, released a new nationwide report on "EQUALITY OF EDUCATION," on July 2, 1966. Considering the Supreme Court Decision of 1954, the many statements made and laws passed, and the current discussion of such movements as that for "Black Power," the findings of this report explain many things.

"Fully 87 per cent of all Negro pupils attending the first grade in the United States do so in schools more than 50 per cent Negro."(Page 4)

"For the nation as a whole, white children attend elementary schools with a smaller average number of pupils per room than do any of the minorities." (Page 11)

These two simple statements of fact, chosen from among many others with the same message, have led Commissioner Howe to this general conclusion:

"Whatever may be the combination of non-school factors - poverty, community attitudes, low educational level of parents - which put minority children at a disadvantage in verbal and non-verbal skills when they enter the first grade, the fact is the schools have not overcome it...In fact they fall further behind the white majority in the development of several skills which are critical to making a living and participating fully in modern society." (Page 26)

The passing of laws will not change anything, unless we have in office politicians really committed to equal opportunity and equal justice. Only then, when our representatives make sure laws are enforced, can we have confidence that laws will change the reality.

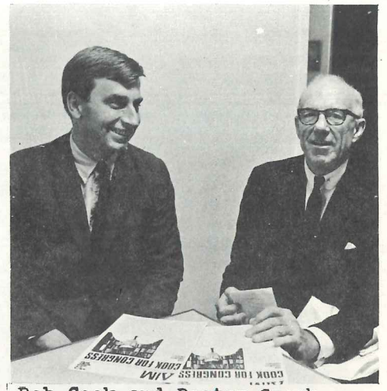
DR. SPOCK, I.F.STONE HELP AIM FUNDRAISING

On Saturday evening, June 25, the Cook for Congress campaign held its first formal fund raising event. Nearly a hundred guests gathered at the home of Professor and Mrs. Leonard Doob to meet and hear talks by I.F. Stone and Bob Cook, and the folk music of Tom Paxton. Hosts for the evening were Professor and Mrs. Leonard Doob, Dr. and Mrs. Benjamin Spock, Mrs. Louise Harris - Chairman of New Haven CORE, Reverend and Mrs. William Sloane Coffin, Rabbi Robert E. Goldberg, and Professor and Mrs. Thomas I. Emerson.

Bob Zellner, acting as master of ceremonies, introduced Mrs. Eveline Doob, who read a telegram from Dr. Spock. He expressed his regrets at being unable to attend and went on to say:

> Bob Cook faces squarely the two most crucial issues of our time: an end to the tragic war in Vietnam and genuine racial justice. He is making a tremendous effort on our behalf in this campaign. The rest of us must do our part to match his devotion. Cheering is not enough. It is essential to ring door bells, contribute money, recruit other workers. Never was a cause more worthy.

I.F. Stone, the courageous editor and publisher whose weekly newsletter has provided independent political analysis since the bleak days of the McCarthy period, spoke next on Vietnam. The United States, he said, made a grave mistake in getting involved in Vietnam and could only prove its greatness as a nation by admitting its mistake and getting out as quickly as possible. He then gave a brief and moving history of the Vietnamese people's long persistent fight for independence from foreign domination. He described the terrible destruction the United States is inflicting on the people and the countryside and could not emphasize enough the desire for peace of all but a few of the



Bob Cook and Doctor Spock

Vietnamese people. He ended with a discussion of the importance of campaigns like Bob Cook's in forcing the Johnson administration to change its policy and urged those present to join him in active support of the Cook campaign.

Bob Cook followed I.F. stone with a reaffirmation of his commitment to a hard-hitting campaign on the issues of peace in Asia, efforts for racial and social justice, and a rebirth of popular participation in the political life of the Third District.

Bob Zellner then introduced Reverend William Coffin, who, after reading a telegram from Senator Wayne Morse to Bob Cook (printed elsewhere in this newsletter), made an appeal for funds to carry on the Cook campaign. Reverend Coffin outlined some of the basic expense of the campaign such as rent, telephone, printing, and postage, and enumerated further expenses entailed in waging an effective and visible campaign such as television and radio talks, bus and billboard advertisements, and a sound truck. The response to this appeal, although encouraging, was only a beginning in the process of raising funds for an effective independent campaign in this district.

Tom Paxton then delighted everyone with a wonderful selection of his songs, which echoed the themes of the earlier speakers.

The evening ended with much conversation over the buffet table and expressions of gratitude to all those who donated their time and effort to make the evening possible.

The COOK FOR CONGRESS CAMPAIGN
Needs YOUR Help...NOW!

To defray the costs of AIM and mounting campaign expenses (for rent, office supplies, mailings, phone, etc.)

To purchase time and space for radio, TV, and newspaper advertising.

To bring Bob Cook's program to every citizen of the 3rd District.

Send today for Campaign membership cards. Volunteer your time and services for the Campaign.

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Please send me a Cook for Congress Campaign membership card.

I enclose:
$1 ___Contributing member
$5 ___Sustaining member
$10 ___Sponsoring member

I volunteer to:
1. ___do office work (typing, mimeo, mailings)
2. ___carry signature petitions
3. ___work on newsletter
4. ___do campaign research
5. ___other_____

Please put my name on the AIM mailing list. (Include your friends' names too!)

Name_____

Address_____

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Make checks payable to:
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